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EASTMONT TRAINING CENTER INFORMATION BOOKLET



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FORWARD

Eastmont Training Center is located in Glendive, Montana, near Makoshika State Park. The community has a population of approximately 10,000 persons and is 28 miles from the North Dakota border.

Presently the Center is the only 5-day week institution in the state. The program is a new concept in the treatment of mentally retarded children in Montana and emphasizes the continuation of family and community relationships, while providing constructive training.

Eastmont is a state institution that serves the entire state, but most of the children enrolled are from the 17 eastern counties of Montana, due to the distances involved in transporting the child to and from his home each weekend.

The Center provides a well trained staff to operate a program that will benefit each child. Every effort is made to involve the staff in additional training to insure that they are kept abreast of new trends and are giving the child the best opportunity possible to receive maximum benefit.

Parents of the children play an important role in the Center's program, and a trusting relationship is developed. The staff assists the parents in the care of their child at home, when needed, and act as foster parents when the children are at the Center. The parents retain the major responsibility for the care of their child and are a valuable asset to the total training program.

Many of the children enrolled would not have an opportunity to participate in a constructive training program in their home community because the number needing these services is not large enough to begin a class as permitted by state law. The Center does not accept children from communities that have Special Education Classes in operation to serve them, unless there are extenuating circumstances.

SECTION I - HISTORY AND CONSTRUCTION INFORMATION

Eastmont Training Center was established in the 1967 Legislature. The Center operates under the direction of the State Department of Institutions and works in close conjunction with Boulder River School and Hospital in Boulder, Montana.

The architects for the Center were Johnson-Graham & Associates of Billings, Montana, who worked under the direction of the Montana State Architecture and Engineering Division. The contractor for the construction was Thrif-T Construction Company of Miles City, Montana.

Groundbreaking ceremonies for the construction of two cottages and a multi-purpose building were conducted on December 15, 1968. Due to construction delays at the site, the first students began attendance on September 1, 1969, at the old community hospital in Glendive. On October 23, 1969, operations were moved to the present site, where one cottage and the multi-purpose building were occupied. On January 5, 1970, the other cottage was put into operation, which completed the construction phase.

The construction was financed with 55 percent Federal and 45 percent State funds. The State of Montana paid \$15,840 for land acquisition and fees. The construction and equipment cost an additional \$413,689 of which \$186,160 was state and \$227,529 was Federal participation. The total cost of the project was \$429,529.

The local communities have also donated over \$3,000. to purchase recreation equipment for the Center.

On September 1, 1972, a garage-storage building was completed at the cost of \$29,200.

In the fall of 1975 an extension of the multi-purpose building with an activity area, was constructed, also, two additional classrooms, two work rooms, an observation room and library-conference room. The expenditures for this new building amounted to \$200,000.

SECTION II - PURPOSE AND GOALS

The Center is established as a 5-day week residential and day care institution to encourage a continued relationship between the student, his family and his community. The well-rounded program is designed to provide the child with learning experience in academics, home living, self-help skills, recreation - physical education, speech therapy, social awareness, and pre-vocational training. Self help and independent living skills are constantly stressed and performed. The atmosphere and living experiences are kept as much like home as possible.

Once the children have completed the program at the Center and have received some vocational training, we intend for them to return home with their family and community as useful, participating members of society. In the event this is inoperable, three sheltered workshops are available in the area where the students may advance and continue their vocational training under sheltered conditions.

SECTION III - PHILOSOPHY

This small residential and day care facility for the mentally retarded provides residential living, when appropriate, on a short term or temporary basis as is indicated in meeting the needs of a particular individual and his family, which will include:

1. Residential living for those who are deprived of training and/or educational opportunity in their own community due to lack of these services.
2. A day care program for those in the community who cannot properly benefit from a public school experience.
3. Temporary care for retardates during certain family crisis which make parental care impossible. Weekend care must be provided by the parent or guardian. Admission is contingent upon available cottage space and length of time requested.

The Center operates under the philosophy that our children can be supportive members of society and that we are helping them develop their abilities to answer the needs of today more adequately; however, they must constantly strive to meet and achieve the needs of tomorrow.

SECTION IV - ADMISSION REQUIREMENTS

- A. The following criteria is used for the admission of a child to the Center:
1. The child must be between the ages of 4 and 17 years.
 2. The child must be deemed mentally retarded as determined by a staff evaluation conducted by the social worker, speech therapist, recreation therapist, registered nurse, special education teachers and a formal psychological battery.
 3. The child must be ambulatory.
 4. The child must have a complete physical examination before admission.
- B. When a child has been determined eligible for admission, the following factors will be used to determine which child will be accepted from the waiting list:
1. Date of Application.
 2. Whether the child has some type of training available to his home community.
 3. Which class level in the Center that the child will participate.
 4. Needs of the child.
- C. The classes at the Center are divided into two classifications, pre-academic and academic.
- D. The Center can accomodate a total of 42 students for the Winter Term. This total includes 32 resident and 10 day care children. The Summer Term can accept 32 resident students:

1. The Center can accommodate resident educable students. They receive training at the Center during the evenings and attend classes in the local Glendive School system during the day. They return home on weekends.
 2. The Center can accommodate resident trainable students, who attend classes at the Center during the week and receive training in the evening with the educable children. They also return home on weekends.
 3. Also, trainable day care students can be accommodated. They attend classes at the Center and go home each evening. These students must reside in a proximity to the Center that will allow them to commute.
- E. The staff at the Center evaluates each student at least two weeks prior to admission.

SECTION V - PHYSICAL PLANT

The Center construction is designed to be as home-like as possible both in appearance and function. The purpose of this construction is to present a pleasant surrounding for the child, while allowing him to function in a manner as much as possible like a home.

The construction consists of the following:

1. Two identical cottages with approximately 6,750 square feet of floor space each. Each cottage can accommodate 16 children. At present 16 boys stay in one cottage and 16 girls in the other.
2. One multi-purpose building with approximately 7,520 square feet of floor space accommodates four classrooms, activity area, library, two work rooms, observation room, a speech therapist and recreation therapist's office.
3. One garage - storage building with approximately 2,400 square feet accommodating all maintenance equipment for the center.

The condition of the physical plant and overall Center environment is maintained in such a manner that the safety and well-being of residents are assured.

Adequate space is available for resident activities, training and recreation.

SECTION VI - PROGRAM

The program at the Center is designed to provide the child with experience in academics, home living, speech therapy, recreation-physical education, social awareness, self-help skills, and pre-vocational training.

The Center operates three terms:

1. The Winter Term coincides with the school calendar of the Glendive School System.
2. The Summer Term is 6 weeks long and is priamrily oriented toward recreation and arts and crafts.
3. Respite Care Term operates after the summer term.

The number of children in the residential program does not exceed the institution's rated capacity of 32 students.

The Center provides services on a 24 hour day, five day week basis. Children in the residential program are required to be returned to the Center between 2:00 and 12:00 P.M. each Sunday, unless special arrangements are made. The students are picked up by parents between 3:00 and 5:00 P.M. on Fridays. Commercial and private transportation is utilized to eliminate some distance parents would ordinarily have to travel. Emergency residential care is provided due to emergency conditions.

A student habilitation plan is developed after the students have been in attendance for 15 days. This program must be followed at the Center, at home on weekends, and during holidays. Each plan is reviewed every three months and a progress report prepared.

SECTION VI - PROGRAM

The parents should plan to have the child remain at the Center for a full school term unless withdrawal is necessary due to unforeseeable circumstances.

The completed application for admission serves as the referral date and will be considered in enrollment on new students.

Visiting hours are between 8:00 A.M. and 8:00 P.M. daily at the discretion of the superintendent or designated authority.

A complete file will be maintained on each child enrolled in the program.

The Center maintains a program for each resident, utilizing the components of daily living which will provide social training, in accordance with the resident's abilities and needs.

Parents or guardians are responsible for the following costs:

1. Transportation to and from the Center.
2. Personal needs of the child, such as clothing, toiletries, spending money, etc.
3. Medical and dental treatment, examinations, hospitalization, therapy, medicines, etc. (Routine examination for minor ailments is provided by contracted physicians).

Eastmont children are encouraged to participate in the Summer Camp that follows the Summer Term which is sponsored by associations for retarded children. The staff at the Center will participate in this camp as much as possible.

SECTION VII - CLASS ARRANGEMENT

Some elementary students attend Special Education Classes at Lincoln Elementary School and range in age from 7-14 years. They deal primarily with academics and social subjects.

The students at Eastmont Training Center are divided into homogenous groups according to their skills, and age.

The classes offered at the Center are Academics, Home Living, Pre-vocational Training, and Recreation-physical education, Self-help skills and Socialization. A full time speech therapist provides daily individual sessions for those students needing speech correction and language development.

During the Summer Term, 32 resident trainable students compose the program. The class size is constructed the same as the regular school year. The program orientation is more upon recreation and arts and crafts, and the students swim daily and take periodic field trips.

SECTION VIII - ADMINISTRATION

The Center has written agreements concerning the relationships and services to be provided by local agencies, including medical clinics, public health nursing services, local hospitals, Dawson College, the special education program director in the public schools, facilities and service of the local welfare department and local interested associations and service club organizations. Provisions will be made so that representatives of such services can periodically meet with the Center staff for cooperative planning.

There is an organized orientation and in-service training program for Center staff, making appropriate use of training personnel and facilities at the Boulder River School and Hospital, and the Department of Institutions.

The Center maintains adequate personnel records concerning the qualification of staff, work assignments and schedules, and other pertinent information.

SECTION IX - STAFF

Superintendent
Accounting Technician I
Clerk Typist III
Social Worker III
Registered Nurse III
Mental Retardation Aide I (5)
Mental Retardation Aide II (1)
L.P.N. I (1)
L.P.N. II (1)
Speech Therapist II
Recreation Specialist II
Recreational Aide (1)
Academic Supervisor/Instructor
Special Education Instructors (2)
Teacher Aide (2)
Maintenance Foreman I
Maintenance Man I
Custodial Worker (2)
Cook IV
Food Service Worker III
Behavioral Service Coordinator (2) (ESEA Title I funds)
Foster Grandparents, part time (12)

The staff has 4 professional people on contract. They are: two medical doctors, an optometrist and a dentist. They provide emergency out-patient and other services to resident students.

During the Summer Term additional recreation aides are employed.

SECTION X - FISCAL GUIDELINES

Eastmont Training Center is not directly responsible for charging fees pertaining to the cost for a resident or day care student. This function comes under the Reimbursement Division of the Department of Institutions. The responsible parties of all children admitted are required to file a complete financial statement. The financial statement will be issued by the Department of Institutions, either by mail or personally, and must be returned to the Department of Institutions, Reimbursement Division within 30 days.

"Responsible Party" is defined as a person responsible for the support and maintenance of a resident.

Bases on the verifiable facts contained in the financial statement and the "ability to pay formula" for Montana residents, the Reimbursement Division will establish a fee for the care and maintenance of this child while at the Center. The tuition fee is directly chargeable to the responsible party, the patient, or his estate; and all monies received through this source are directly deposited in the State's General Fund for future appropriation needs of the State of Montana.

Lack of adequate financial resources will not deny the admission nor shall such fact be considered in determining eligibility for admission of a resident child.

Service will be made available at the Center without discrimination on account of race, color or creed.

SECTION X - FISCAL GUIDELINES CONT.

Out of state residents must pay full operation cost per child per day in lieu of the "ability to pay formula."

SECTION XI - FUTURE

The Center hopes to expand in the services provided to the communities and the physical plant. Presently, we need to extend more out-patient services in regard to foster home training and parent workshops.

It is hoped that some day the Center may become a comprehensive Community Mental Retardation Center to offer a wide range of services. This would allow us to do a complete evaluation, including medical, on any child requiring this service.

SECTION XII - DAILY SCHEDULE AT EASTMONT TRAINING CENTER

- 6:30 AM Wake up, dress and wash
- 7:00 Breakfast (attention given to table manners and use of proper utensils)
- 8:00 Trainable classes begin. Your child will attend home living, academics and recreation-physical education classes once a day.

Some activities in academics include:

word recognition, color recognition, counting, recognizing numbers, tracing letters, recognizing shapes and sizes, cutting, learning days of week, months in the year, making change, following verbal directions, arithmetic, reading, writing, health, geography, Frostig materials for visual perception, telling time, storytime, classroom duties, music time, filmstrips, learning social manners.

Some activities in home living include:

change counting, what is good breakfast, lunch and dinner, items needed for sewing, recognizing the different types of cloth, what tools we use to clean house, safety in the kitchen and in the home, buying items for cooking and baking, how we take care of our eyes, how we can have good posture, practicing good table manners, using utensils at the table, a daily check on our grooming, matching clothing, how can I be a gentleman, how can I be a lady, and learning to print name.

Some activities in recreation-physical education include:

body exercises)armswings, touchtoes, swing legs, bounce legs, hip movements, rise on toes and lower, side or hip exercises, marching, jumping rope, walking on balance beam); some social games, including Hide the Thimble, I Have a Dog and His Name is Jack, Musical Chairs, Fruit Basket Upsets, Bingo, Parcheesi, Bunny Hop Race, Red Rover-Red Rover; coordination activities include bean bag throw, dodge ball, building blocks, tinker toys, whiffle ball, bowling, roller skating, and relay races.

- 10:00 Juice break
- 10:45 The students go to their next class
- 11:50 Students get ready for lunch

SECTION XII - CONTINUED

12:00 Lunch

12:30 Rest time until approximately 1:20

1:30 Afternoon classes begin

3:30 Afternoon classes are dismissed

4:00 Individual time

5:00 Dinner
Meal clean up
Home work to be finished before activities

6:30 Activities:
15 minutes of exercises
extra curricular activities on occasion
free time for social games
practicing home living skills
personal grooming

7:30 Bed time for younger boys and girls

8:30 - 9:00 Bed time for older students



